

Matilda F Dunston Elementary

1825 Remount Road
North Charleston, SC 29406

Grades	PK-3 Elementary School	
Enrollment	218 Students	
Principal	Patricia J. Schaffer	843-745-7110
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	19	73	39

IMPROVEMENT RATING

N/A

ADEQUATE YEARLY PROGRESS

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Average	Average	No
2006	Average	N/A	Yes

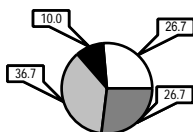
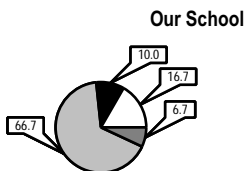
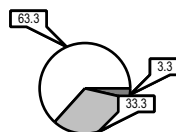
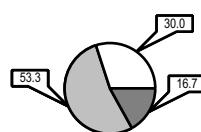
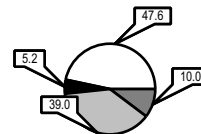
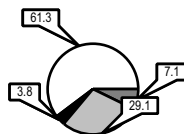
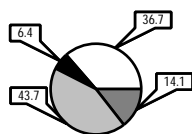
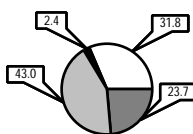
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	35	100.0	26.7	36.7	26.7	10.0	53.3	Yes	Yes
Gender									
Male	18	100.0	26.7	40.0	33.3	0.0	53.3	N/A	N/A
Female	17	100.0	26.7	33.3	20.0	20.0	53.3	N/A	N/A
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	29	100.0	25.0	33.3	33.3	8.3	62.5	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	31	100.0	23.1	34.6	30.8	11.5	61.5	N/A	N/A
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	35	100.0	26.7	36.7	26.7	10.0	53.3	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	32	100.0	22.2	37.0	29.6	11.1	59.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	31	100.0	28.6	35.7	28.6	7.1	53.6	I/S	I/S
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	35	100.0	16.7	66.7	6.7	10.0	36.7	Yes	Yes
Gender									
Male	18	100.0	20.0	66.7	0.0	13.3	33.3	N/A	N/A
Female	17	100.0	13.3	66.7	13.3	6.7	40.0	N/A	N/A
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	29	100.0	12.5	70.8	4.2	12.5	33.3	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	31	100.0	7.7	73.1	7.7	11.5	42.3	N/A	N/A
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	35	100.0	16.7	66.7	6.7	10.0	36.7	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	32	100.0	18.5	63.0	7.4	11.1	33.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	31	100.0	14.3	71.4	3.6	10.7	35.7	I/S	I/S
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	35	100.0	63.3	33.3	3.3	0.0	3.3
Gender							
Male	18	100.0	66.7	33.3	0.0	0.0	0.0
Female	17	100.0	60.0	33.3	6.7	0.0	6.7
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	29	100.0	62.5	37.5	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	31	100.0	57.7	38.5	3.8	0.0	3.8
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	35	100.0	63.3	33.3	3.3	0.0	3.3
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	32	100.0	63.0	33.3	3.7	0.0	3.7
Socio-Economic Status							
Subsidized meals	31	100.0	64.3	35.7	0.0	0.0	0.0
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	35	100.0	30.0	53.3	16.7	0.0	16.7
Gender							
Male	18	100.0	33.3	53.3	13.3	0.0	13.3
Female	17	100.0	26.7	53.3	20.0	0.0	20.0
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	29	100.0	29.2	50.0	20.8	0.0	20.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	31	100.0	23.1	57.7	19.2	0.0	19.2
Disabled	4	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	35	100.0	30.0	53.3	16.7	0.0	16.7
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	32	100.0	29.6	51.9	18.5	0.0	18.5
Socio-Economic Status							
Subsidized meals	31	100.0	28.6	53.6	17.9	0.0	17.9
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	43	100.0	17.9	38.5	43.6	0.0	43.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	35	100.0	26.7	36.7	26.7	10.0	36.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	43	100.0	23.1	59.0	12.8	5.1	17.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	35	100.0	16.7	66.7	6.7	10.0	16.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	43	97.7	68.4	23.7	7.9	0.0	7.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	35	100.0	63.3	33.3	3.3	0.0	3.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	43	97.7	39.5	47.4	10.5	2.6	13.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	35	100.0	30.0	53.3	16.7	0.0	16.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 218)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.3%	Down from 9.2%	3.8%	2.8%
Attendance rate	93.2%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	0.0%	No change	3.8%	10.4%
On academic plans	N/A	N/AV	49.0%	33.6%
On academic probation	N/A	N/AV	2.6%	1.0%
With disabilities other than speech	3.3%	Up from 3.2%	7.2%	7.5%
Older than usual for grade	1.2%	Up from 0.5%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	52.4%	Up from 45.0%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.9%	0.0%
Teachers returning from previous year	69.7%	Up from 65.1%	83.2%	87.3%
Teacher attendance rate	94.8%	Up from 90.4%	94.6%	94.9%
Average teacher salary	\$38,258	Down 3.6%	\$41,360	\$42,485
Prof. development days/teacher	19.1 days	Down from 21.6 days	14.7 days	13.3 days
School				
Principal's years at school	4.0	No change	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 17.2 to 1	16.4 to 1	18.6 to 1
Prime instructional time	84.3%	Up from 79.2%	88.4%	89.7%
Dollars spent per pupil*	\$9,611	Up 70.1%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	43.7%	Down from 69.2%	60.6%	64.0%
Percent of expenditures for instruction*	65.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Matilda F. Dunston Elementary School serves primary age students in Pre-K classes through Grade 3. We are one of six Reading First schools in our district. The focus on reading has made a big difference in what is happening with our students. New books in our media center and well-stocked classroom libraries provide our children multiple resources for reading. The school encourages at-home reading and provides at-home reading bags for all classes.

Dunston implements a school-wide Title I program. Title I provides our students and teachers with support for reading, math and parenting.

Professional development for the staff has been effective because of our literacy study groups, weekly team meetings, and district networking of teachers. Teachers have documented their literacy journeys in photo journals to show the improvements in their instructional programs in their classrooms.

Assessment is a key component at Dunston. We are using our MAP data as a benchmark to monitor strengths and weaknesses in Reading and Math in our 2nd and 3rd grades. We are using running records to monitor student progress in reading text levels. Teachers use 6-Traits rubrics to evaluate student writing.

Our school is proud to receive The Palmetto Silver Award and to be named The Literacy Spot Award winner. Mrs. Kerry Sanders was named the Charleston Distinguished Reading Teacher.

Our early childhood model is enhanced by our partnership with HeadStart and our Early Childhood Diagnostic Program class at Dunston. Reading Recovery provides intensive remediation in first grade. A full-time guidance counselor, resource teacher, and partnership with Department of Mental Health provide support for all grades. School business partners are involved at the school.

This year small group instruction was provided in math. Groups were based on student levels on bands in MAP testing.

Some special events that help connect home and school include our Pride Week, Bunny Breakfast, Dr. Seuss's Birthday, and cultural exchange programs like the Chinese Acrobats.

Our after-school program, Bridge of Hope, is funded through a Century 21 grant. Education Station provided remedial support after school as a supplemental service provider.

An obstacle to success that we are working to improve is our student attendance. We are aiming to reduce the absentee count significantly so that we can meet AYP.

Katherine Nagy, SIC Chairperson
Patricia J Schaffer, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	38	33
Percent satisfied with learning environment	82.6%	100.0%	84.8%
Percent satisfied with social and physical environment	66.7%	100.0%	87.9%
Percent satisfied with school-home relations	45.8%	97.3%	88.9%

*Only students at the highest elementary school grade level at this school and their parents were included.